2 Day/Progress Monitoring Visit Report

Name of Institution Reviewed: Western High School

Date: December 7 – December 9, 2015

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Introduction

The KDE Internal School Review is designed to:
- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2013-2014 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2015
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2015
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

Standard 3: Teaching and Assessing for Learning

Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3 2.42	Team Rating for Standard 3 2.17

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 2	Team Rating 2
3.1	**The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.** *Level 4* Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations. *Level 3* Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations. *Level 2* Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident. *Level 1* Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.		

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 3	Team Rating 2
3.2	**Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.** *Level 4* Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction,		

and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/ or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

Level 2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.

There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.

Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 2	Team Rating 2
3.3	**Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.**		

Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Level 2 Teachers sometimes use instructional strategies that require student collaboration, self- reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

| Indicator Rating | *Level 1* Teachers rarely or never use instructional strategies that require student collaboration, self- reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. |

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 3	Team Rating 2
3.4	**School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.** *Level 4* School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. *Level 3* School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. *Level 2* School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. *Level 1* School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.		

Indicator Rating	☐Powerful Practice ☒ Improvement Priority	School Rating 2	Team Rating 2
3.5	**Teachers participate in collaborative learning communities to improve instruction and student learning.** *Level 4* All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.		

Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.

Level 2 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.

Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.

Indicator Rating	☐ Powerful Practice ☒ Improvement Priority	School Rating	Team Rating
		2	2

3.6	**Teachers implement the school's instructional process in support of student learning.**

Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.

Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.

Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.

Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.

Indicator Rating	☐ Powerful Practice ☒ Improvement Priority	School Rating 2	Team Rating 2

3.7	**Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.**
	Level 4 All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.
	Level 3 School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.
	Level 2 Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.
	Level 1 Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.

Indicator Rating	☐ Powerful Practice ☐ Improvement Priority	School Rating 3	Team Rating 3

3.8	**The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.**
	Level 4 Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.
	Level 3 Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.
	Level 2 Programs that engage families in their children's education are available. School personnel provide information about children's learning.
	Level 1 Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.

Indicator Rating	☐ Powerful Practice ☐ Improvement Priority	School Rating 3	Team Rating 3

3.9	**The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.**

Level 4 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

Level 3 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

Level 2 School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.

Level 1 Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating	Team Rating
		2	2

| 3.10 | **Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.**

Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.

Level 3 Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.

Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.

Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident. |

Indicator Rating	☐ Powerful Practice ☐ Improvement Priority	School Rating 3	Team Rating 2

3.11 **All staff members participate in a continuous program of professional learning.**

Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Level 2 Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.

Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.

Indicator Rating	☐ Powerful Practice ☐ Improvement Priority	School Rating 2	Team Rating 2

3.12 **The school provides and coordinates learning support services to meet the unique learning needs of students.**

Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.

Level 3 School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.

Level 2 School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.

Level 1 School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

School and Student Performance Results

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	57.3	58.3	59.3	Yes	Yes	No
2013-2014	60.0	61.0	57.4	No	Yes	No

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
English II	28.9	55.8	30.7	55.4	24.5	56.8
Algebra II	18.9	36.0	18.5	37.9	16.4	38.2
Biology	26.6	36.3	26.9	39.8	14.9	39.7
U.S. History	45.0	51.3	44.8	58.0	43.0	56.9
Writing	32.6	48.2	21.0	43.3	21.4	50.0
Language Mech.	14.9	51.4	17.3	49.9	9.9	51.6

Percentage of Students Meeting Benchmarks on PLAN, Grade 10, at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	26.0	67.8	28.7	66.2	12.9	62.3
Math	3.9	25.8	7.0	25.6	3.4	27.9
Reading	10.5	43.2	14.8	48.0	16.3	43.7
Science	5.5	21.2	5.7	19.5	2.2	21.9

Percentages of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	25.8	53.1	19.4	55.9	23.4	55.3
Math	9.4	39.6	11.6	43.5	13.8	38.1
Reading	13.8	44.2	14.8	47.1	16.5	47.4

School Achievement of Proficiency and Gap Delivery Targets (2014-2015)

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	33.2	18.9	No	32.2	17.6	No
Reading	36.9	23.1	No	36.2	21.6	No
Math	29.4	14.6	No	28.4	13.5	No
Science	33.0	13.0	No	31.2	12.9	No
Social Studies	39.1	38.4	No	38.3	38.5	Yes
Writing	32.0	20.7	No	31.3	19.5	No

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2014-2015)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	52.0	46.6	**66.9**	No
Graduation Rate (for 4-year adjusted cohort)	80.5	71.1	**88.0**	No
Graduation Rate (for 5-year adjusted cohort)	83.7	85.5	**89.0**	Yes

Program Reviews 2014-2015						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.24	2.29	2.89	2.60	10.0	Proficient
Practical Living	2.17	2.67	2.67	2.67	10.2	Proficient
Writing	1.83	2.13	2.56	2.71	9.2	Proficient

World Language and Global Competency*	2.00	1.82	1.78	1.85	7.5	Needs Improvement

*The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting.

Summary of School and Student Performance

Plus
- The school met AMO for two of the past three years including 2014-2015.
- The school met its participation rate goal for three years, 2013-2015.
- PLAN Reading is showing a positive trend with 10.5 percent of students tested meeting the benchmark in 2012-13, increasing to 16.3 percent from 2013-14 to 2014-15.
- Over the past three years, ACT Math has shown continuing growth in the percentage of students meeting benchmark from 9.4 percent to 13.8 percent.
- There is a slight improvement in the percentage of students meeting benchmark on the ACT English, math and reading exams from 2013-14 to 2014-15.
- The school met its Gap Delivery target in social studies.

Delta
- On K-PREP, all content areas except writing show a drop in the percentage of students scoring at the proficient and distinguished levels from 2013-14 to 2014-15.
- The percentage of students scoring proficient or distinguished on the End-of-Course assessment in English II decreased from 30.7 to 24.5 from 2013-14 to 2014-15.
- The percentage of students scoring proficient or distinguished on the End-of-Course assessment in Algebra II decreased from 18.5 to 16.4.
- The percentage of students scoring proficient or distinguished on the End-of-Course assessment in Biology decreased from 26.9 to 14.9.
- While the state percentage of students scoring proficient and distinguished increased on End-of-Course assessments in English II, Algebra II and Language Mechanics, the school's scores did not show the same trend.
- The percentage of students meeting benchmarks in math, English and science on the PLAN has decreased significantly over the last three school years.
- Across the state over 21 percent of students met the benchmark in science, whereas the school has just over 2 percent of students meeting the benchmark in science on the PLAN.
- No core content area, with the exception of social studies, met its Proficiency or Gap Delivery target.
- The school did not meet its College and Career Readiness Delivery target.
- The school did not meet its four-year Graduation Delivery target.
- The school did not meet its Writing Proficiency Delivery target even though it received a proficient rating on the Program Review.

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey		Staff Survey	
	Survey Item	%agree/ strongly agree	Survey Item	%agree/ strongly agree	Survey Item	%agree/ strongly agree
3.1	10	75.1	10	65.1	26	79.6
3.1	11	69.4	11	62.8	51	90.4

3.1	13	63.6	17	52.1		
3.1	34	75.9	32	70.0		13
3.2	21	67.8	17	52.1	16	87.0
3.2					22	77.8
3.3	12	73.5	10	65.1	17	85.2
3.3	13	63.6	16	63.5	18	77.8
3.3	22	79.1	17	52.1	19	77.8
3.3			26	56.7		
3.4					3	95.0
3.4					11	92.9
3.4					12	94.1
3.4					13	89.3
3.5	14	68.0	5	57.2	8	87.5
3.5					24	88.9
3.5					25	85.2
3.6	19	81.8	9	65.4	20	83.3
3.6	21	67.8	18	65.9	21	81.5
3.6			20	64.1	22	77.8
3.7	14	68.0	5	57.2	8	87.5
3.7					30	77.8
3.7					31	87.0
3.8	9	67.3	13	54.4	15	89.3
3.8	15	72.1	21	59.6	34	72.2
3.8	16	66.5			35	87.0
3.8	17	73.4				
3.8	35	74.5				
3.9	20	73.8	14	55.5	28	85.2
3.9						
3.10			22	66.0	9	94.6
3.10					21	81.5
3.10					23	87.0
3.11					32	92.6
3.11					33	88.9
3.12	13	63.6	1	70.8	27	87.0
3.12	23	76.7	17	52.1	29	85.2

Summary of Stakeholder Feedback

Plus
- Eighty-two percent of parents agree/strongly agree with the statement, "My child knows the expectations for learning in all classes."
- Ninety percent of staff agree/strongly agree with the statement, "Our school uses data to monitor student readiness and success at the next level."
- Ninety-five percent of staff agree/strongly agree with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."
- Ninety-five percent of staff agree/strongly agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."

Delta
- Sixty-four percent of parents agree/strongly agree with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."
- Sixty-six percent of parents agree/strongly agree with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded."
- Fifty-two percent of students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."
- Fifty-seven percent of students agree/strongly agree with the statement, "In my school, teachers work together to improve student learning."
- Seventy-eight percent of staff agree/strongly agree with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum."
- Seventy-two percent of staff agree/strongly agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
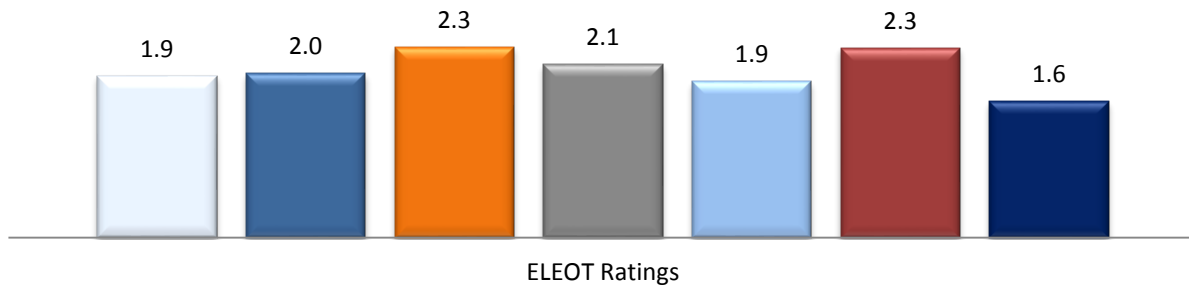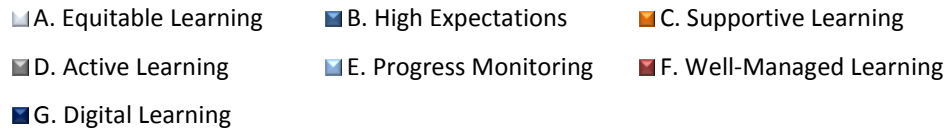

Effective Learning Environments Observation Tool (eleot™) Results

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 23 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.

Overall ELEOT Rating

- A. Equitable Learning
- B. High Expectations
- C. Supportive Learning
- D. Active Learning
- E. Progress Monitoring
- F. Well-Managed Learning
- G. Digital Learning

A. 1.9 B. 2.0 C. 2.3 D. 2.1 E. 1.9 F. 2.3 G. 1.6

ELEOT Ratings

Summary of eleot™ Data

Equitable Learning Environment

Plus
- "Has equal access to classroom discussions, activities, resources, technology, and support," had an average rating of 2.6 on a 4 point scale.

Delta
- "Has differentiated learning opportunities and activities that meet her/his needs," was evident/very evident during 9 percent of eleot™ observations.
- "Has differentiated learning opportunities and activities that meet her/his needs," received an average rating of 1.4 on a 4 point scale.
- "Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences," was evident/very evident during 9 percent of eleot ™ observations.

High Expectations Learning Environment

Plus
- N/A—Percentages were not high enough to qualify as a plus.

Delta
- "Is provided exemplars of high quality work," was evident/very evident during 8 percent of eleot™ observations.
- "Is provided exemplars of high quality work," received an average rating of 1.4 on a scale of 4.
- "Is engaged in rigorous coursework, discussions, and/or tasks," was evident/very evident during 26 percent of eleot™ observations.
- "Is engaged in rigorous coursework, discussions, and/or tasks," received an average rating of 2.0 on a scale of 4.

Supportive Learning Environment

Plus
- "Demonstrates or expresses that learning experiences are positive," received an average rating of 2.6 on a scale of 4.
- "Demonstrates positive attitude about the classroom and learning," received an average rating of 2.5 on scale of 4.

Delta
- "Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs," was evident/very evident during 17 percent of classroom observations.
- "Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs," received an average rating of 1.7 on a scale of 4.

Active Learning Environment

Plus
- N/A—Percentages were not high enough to qualify as a plus.

Delta
- "Makes connections from content to real-life experiences," was evident/very evident during 17 percent of eleot™ observations.
- "Makes connections from content to real-life experiences," received an average rating of 1.8 on a scale of 4.
- "Is actively engaged in the learning activities," was evident/very evident during 30 percent of eleot™ observations.

Progress Monitoring Learning Environment

Plus
- N/A—Percentages were not high enough to qualify as a plus.

Delta
- "Is asked and/or quizzed about individual progress/learning," was evident/very evident during 17 percent of eleot™ observations.
- "Is asked and/or quizzed about individual progress/learning," received an average rating of 1.8 on a scale of 4.
- "Responds to teacher feedback to improve understanding," was evident/very evident during 26 percent of eleot™ observations.
- "Responds to teacher feedback to improve understanding," received an average rating of 1.9 on a scale of 4.
- "Understands how her/his work is assessed," was evident/very evident during 22 percent of eleot™ observations.
- "Understands how her/his work is assessed," received an average rating of 1.8 on a scale of 4.
- "Has opportunities to revise/improve work based on feedback," was evident/very evident during 22 percent of eleot™ observations.
- "Has opportunities to revise/improve work based on feedback," received an average rating of 1.9 on a scale of 4.

Well-Managed Learning Environment

Plus
- "Knows classroom routines, behavioral expectations and consequences," received an average rating of 2.6 on a scale of 4.
- "Follows classroom rules and works well with others," received an average rating of 2.5 on a scale of 4.

Delta
- "Collaborates with other students during student-centered activities," was evident/very evident during 26 percent of eleot™ observations.
- "Collaborates with other students during student-centered activities," received an average rating of 1.9 on a scale of 4.

Digital Learning Environment

Plus
- N/A—Percentages were not high enough to qualify as a plus.

Delta
- "Uses digital tools/technology to gather, evaluate, and/or use information for learning," received an average rating of 1.7 on a scale of 4.
- "Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning," received an average rating of 1.7 on scale of 4.
- "Uses digital tools/technology to communicate and work collaboratively for learning," received an average rating of 1.4 on a scale of 4.

FINDINGS OF THE INTERNAL REVIEW TEAM

IMPROVEMENT PRIORITY

Indicator: 3.5

Action statement:

Adopt and effectively implement a research-based system for school-wide collaborative learning communities that includes norms, processes and protocols for engaging in continuous improvement of curriculum, instruction, assessment and the use of data to make instructional decisions. The implementation of this system should be rigorously monitored for its effectiveness at improving instruction that results in improved student performance.

Supporting Evidence:

Student Performance Data
- All K-PREP End-of-Course (EOC) areas except writing show a drop from 2013-14 to 2014-15 in the percentages of students scoring at proficient/distinguished levels.
- While the state percentage of students scoring proficient and distinguished increased on End-of-Course assessments in English II, Algebra II and Language Mechanics, the school's scores did not show the same trend.

- Only social studies met the Delivery target for Gap students in the 2014-15 school year.
- Although there was a slight improvement in the percentages of students meeting ACT benchmarks in all content areas, the percentage of students meeting the benchmarks is significantly lower than the state average.

Stakeholder Surveys, Interviews, Documents and Artifact Reviews
- Fifty-seven percent of students agree/strongly agree with the statement, "In my school teachers work together to improve student learning."
- Sixty-eight percent of parents agree/strongly agree with the statement, "All of my child's teachers work as a team to help my child learn."
- While staff survey data indicates 89 percent of staff agree/strongly agree with the statement, "All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels in content areas and 85 percent of staff stakeholders agree/strongly agree with the statement, "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study tams and peer coaching), stakeholder interviews and artifact reviews reveal only teachers involved in End-of-Course Assessments are participating formally.
- Although there are Accountability Progress binders for most content areas full of data, there is little evidence to show that collaboration leads to improvements in instructional practice and student performance.
- Stakeholder interviews and reviews of artifacts indicate there has not been formal training for all stakeholders in implementing a formal process that promotes discussion about student learning.
- Stakeholder interviews and reviews of artifacts indicate there is no evidence indicating all teachers participate regularly in collaborative learning communities to improve instruction and student learning. It is clear that work has been done to put structures in place for EOC Professional Learning Communities; however, structures have not been put in place for all teachers to regularly participate and improve instruction through professional learning communities.

IMPROVEMENT PRIORITY

Indicator: 3.6

Action statement:

Design, monitor and implement a professional development system that ensures all teachers use an instructional process that informs students of learning expectations and standards of performance, regularly provides exemplars to inform student learning, utilizes multiple measures (e.g., formative assessment) to inform instructional decision making, and provides students with specific and timely feedback about their learning. Ensure that the professional learning system includes measures of teacher instructional performance to inform instructional leadership of implementation fidelity and to provide teachers with ongoing feedback regarding the quality of instructional practices.

Supporting Evidence:

Student Performance Data
- All K-PREP End-of-Course (EOC) areas except writing show a drop from 2013-14 to 2014-15 in the percentages of students scoring at proficient/distinguished levels.

- While the state percentage of students scoring proficient and distinguished increased on End-of-Course assessments in English II, Algebra II and Language Mechanics, the school's scores did not show the same trend.
- Only social studies met the Delivery target for Gap students in the 2014-15 school year.
- Although there was a slight improvement in the percentages of students meeting ACT benchmarks in all content areas, the percentage of students meeting the benchmarks is significantly lower than the state average.

Classroom Observation Data
- Data from eleot[tm] Learning Environment descriptor B.2, "Is tasked with activities and learning that are challenging but attainable," received a score of 2.2.
- Data from eleot[tm] Learning Environment descriptor B.3, "Is provided exemplars of high quality work," received a score of 1.4.
- Data from eleot[tm] Learning Environment descriptor E.1, "Is asked and/or quizzed about individual progress/learning," received a score of 1.8.
- Data from eleot[tm] Learning Environment descriptor E.3, "Demonstrates or verbalizes understanding of lesson/content," received a score of 2.0.

Stakeholder Surveys, Interviews, Documents and Artifact Reviews
- Sixty-five percent of student stakeholders strongly agree/agree with the statement, "My school gives me multiple assessments to check my understanding of what was taught."
- Sixty-six percent of student stakeholders strongly agree/agree with the statement, "All of my teachers explain their expectations for learning and behavior so I can be successful."
- Sixty-four percent of student stakeholders strongly agree/agree with the statement "All of my teachers provide me with information about my learning and grades."
- Eighty-two percent of parent stakeholders strongly agree/agree with the statement, "My child knows the expectations for learning in all classes."
- Sixty-eight percent of parent stakeholders strongly agree/agree with the statement, "My child is given multiple assessments to measure his/her understanding of what was taught.
- While staff survey data indicates 83 percent of staff stakeholders strongly agree/agree with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance" and 78 percent of staff stakeholders strongly agree/agree with the statement, "All teachers in our school use multiple types of assessments to modify instruction and revise the curriculum" there is little or no evidence to support the extent to which these practices are effective.
- While staff survey data indicates 81 percent of staff stakeholders strongly agree/agree with the statement, "All teachers in our school provide students with specific and timely feedback about their learning," there is no evidence to support the consistent use of exemplars to guide student instruction.
- Interviews report that although new teachers are often partnered with a mentor there is no formal structure for the mentoring, coaching and induction programs that support instructional improvement consistent with the school's values and beliefs about teaching and learning.
- A review of professional learning community meeting agendas and minutes as well as other documents did not reveal the existence of monitoring or support for the implementation of a school instructional process to ensure effective use of formative assessment so guide and modify instruction for all students.

IMPROVEMENT PRIORITY

Indicator: 3.7

Action Statement:

Establish and implement a mentoring, coaching and induction process that engages all school personnel in a program of professional learning consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. Ensure that the professional learning system includes measures of performance in order to monitor implementation fidelity.

Supporting Evidence:

Student Performance Data
- All K-PREP End-of-Course (EOC) areas except writing show a drop from 2013-14 to 2014-15 in the percentages of students scoring at proficient/distinguished levels.
- While the state percentage of students scoring proficient and distinguished increased on End-of-Course assessments in English II, Algebra II and Language Mechanics, the school's scores did not show the same trend.
- Only Social Studies met the Delivery target for Gap students in the 2014-15 school year.
- Although there was a slight improvement in the percentages of students meeting ACT benchmarks in all content areas, the percentage of students meeting the benchmarks is significantly lower than the state average.

Stakeholder Surveys, Interviews, Documents and Artifact Reviews
- Fifty-seven percent of student stakeholders agree/strongly agree with the statement, "In my school teachers work together to improve student learning."
- Sixty-eight percent of parent stakeholders agree/strongly agree with the statement, "All of my child's teachers work as a team to help my child learn."
- Eighty-eight percent of staff stakeholders strongly agree/agree with the statement, "Our school's leaders support an innovative and collaborative culture."
- While 78 percent of staff stakeholders strongly agree/agree with the statement, "In our school, staff members provide peer coaching to teachers," and 87 percent of staff stakeholders strongly agree/agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice," stakeholder interviews, documents and artifacts indicate there is no formal process with expectations for all personnel which includes measures of performance.
- A review of artifacts and documents did not reveal expectations, monitoring or support of a program concerning teacher mentoring and coaching.

Attachments:

1) ELEOT Worksheet

2015 Feedback Report Addendum

The purpose of this addendum is to provide feedback on progress made in addressing improvement priorities identified in the 2013-14 Diagnostic Review for Western High School.

Improvement Priority 1 (Indicator 1.1): In collaboration with representative stakeholder groups, engage in a process to formally examine the school's purpose and direction in the context of student performance results. Determine the degree to which the school's existing statements of purpose and direction are serving to guide decision-making with respect to meeting the needs of all students, especially those of novice and apprentice learners, and use the results of this examination to inform possible revisions.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X	X	This improvement priority has been addressed satisfactorily.
		This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:
- Vision, mission, and belief statements
- Big Rocks
- Description of process for developing and reviewing the vision, mission, and belief statements
- Evidence of stakeholder involvement in the development and review process
- Examples of how the school communicates its vision, mission, and beliefs
- Executive Summaries from 2015-16, 2014-15, and 2013-14

School Supporting Rationale:
Prior to the last Diagnostic Review:
- The vision, mission, and beliefs structures were written and reviewed only by the last principal.
- The school had no school-based decision making council (SBDM) and the principal had all decision-making responsibilities for the school
- Only the ILT (instructional leadership team) reviewed the statements.
- Statements were simply placed on the school's website and in the school handbook.
- The general perception was that the statements were important to progress for the school
- They were generally well-written and captured the school's direction appropriately.

Years 1 and 2
- The ILT conducted the first review and refinement of the statement in Spring 2014.
- What was changed was the publication process for the school's vision, mission, and beliefs statements.
- "Big Rocks" were created and aligned with the vision, mission, and beliefs of the school.
- There was intentionally in sharing the interpretation of the statements with all stakeholders.
- At the first staff meetings of the year, the statements were shared within context of the vision through the 5-year plan for the school.

- The principal met with members of the Shively Businessmen's Association, the Early College Funders, and the Louisville Rotarians to elicit their support of the direction he wanted to take the school.
- During the first week of school, the principal met with all students by grade levels to share with them his interpretation of the statements and outline his plans for improvement and increasing their involvement in the school. Each stakeholder group was invited to participate in his vision for the school and to help shape the school's future.
- The ILT and the ILC (Instructional Leadership Committee) then reviewed the vision, mission, and belief statements and agreed they did not need refinement, as they clearly and concisely expressed where the school was headed.
- The principal meets with the PTSA (Parent-Teacher-Student Association) at the beginning of each year to discuss the school's vision, mission, and beliefs to solicit feedback for improvement.
- During the 2014-15 school year, the ILT implemented the plan for annual review of the vision, mission, and belief statements.

Current practice
- During the last school year, the school began the search for more ways to publicize the school's mission and beliefs.
- The ILT determined that at least the school motto should appear on all school publications. All regular correspondence and announcements, both hard copy and digital, were edited to include at least one of the statements as appropriate.
- The school's website, social media, and other online presences were refined to include each of the statements on the home page or similar access point.
- The ILT also determined that one way to continually stress the school's mission and beliefs was to include them as part of the daily announcements. "Western Warriors are college-ready, career-experienced, goal-driven, and reality-certain" was repeated daily so that by the end of October, all stakeholders in the building could recognize it and most could repeat it with some degree of accuracy.
- During the spring End-of-Course Boot Camp Review, random students were quizzed on the school's mission and beliefs with nearly every queried student earning points for her team because she knew them.
- At the first meetings of the school year, the staff reviewed the statements and participated in PLC (Professional Learning Community) work on how to better achieve the school goal of college access for everyone.
- During these meetings, staff members pointed out that *college* access may not be the dream of every student, so while the wording of the statements did not change, the staff broadened the local definition of *college* to include ANY post-secondary training program such as the military, technical programs, and trade apprenticeships.
- The change in definition was published and explained to all stakeholders early in the year through meetings and discussions.
- The broader definition also opened up new opportunities for students through a renewed focus on career-readiness, industry certification, and discussion with the Early College Advisory Board to develop pathways for students to the district's technical campus programs.

Team Evidence:
- School vision, mission and belief statements
- Documentation of the vision and mission review process
- Examples of vision, mission and beliefs communication
- Stakeholder interviews
- Stakeholder survey data

Team Supporting Rationale:
• After a review of the above evidence, the review team concurs with the school's findings that this Improvement Priority has been satisfactorily addressed.

Improvement Priority 2 (Indicator 2.6): Design and implement a staff supervision and evaluation process that will result in improved professional practice and student success. Document that the process is consistently and regularly implemented and that the results are analyzed and used to monitor and adjust professional practice and ensure student learning.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X		This improvement priority has been addressed satisfactorily.
	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:
• Description of systems of evaluation and improvement efforts
• Process of analyzing the barriers to school improvement
• Evidence of improvement and alignment efforts in increasing instructional rigor, developing a system to increase student skills in critical thinking, literacy improvement, increasing the effectiveness of remediation and intervention, increasing the amount of differentiation in instruction, and increasing the effectiveness of student support systems
• Evidence of the shared leadership system
• Big Green Book (BGB) system for tracking school-wide improvement and growth
• Progress Toward Goals (PTG) system for increasing teacher reflection on student growth data and their use for adjusting instruction to better meet student needs
• Evidence from the PLC reboot
• Development of the Student Support PLC
• Evidence of growth from walkthrough results
• Development of the Standard Operating Procedures reference manual

School Supporting Rationale:
School leadership (ILT) began by identifying all barriers to school improvement.
• Teachers, parents, students, and other stakeholders were asked to make lists of challenges and problems which they perceived as interfering with school growth.
• ILT members also participated in the activity.
• The ILT then compiled the lists into a graphic organizer (BaTSI) by accountability area to identify commonalities and to prioritize improvement efforts.
Leadership responsibilities examined and redefined to make clear the system for shared leadership.
• The principal let go to other ILT members the day-to-day monitoring of improvement efforts.
• Assistant principals assigned all responsibilities for one general area—rather than having responsibilities scattered over the entire school (e.g., one assistant principal now handles all matters related to the facility maintenance and supervision, another monitors all non-academic aspects of student growth (behavior, attendance, etc.)
• The goal clarity coach monitors the collection, organization, and analysis of all school improvement data.

- The Exceptional Child Education (ECE) Resource Specialist monitors all ECE documentation and IEP (Individualized Education Program) implementation to ensure compliance with federal and state requirements.
- The literacy specialist develops and oversees all literacy improvement efforts.
- The ILC's (Instructional Leadership Committee) role changed from disseminators of information to team to develop schoolwide common practices.

The BGB (Big Green Book) and PTG (Progress Toward Goals) systems developed as a way to satisfy need for way to monitor growth effectively.
- PTGs allowed for documentation of teacher reflection on student growth and the steps taken for improvement.
- BGB allowed for a way to compile all of the individual pieces of data into a coherent whole to provide data on school improvement in a useful and efficient way.

Establishment of targeted improvement efforts:
- School-wide system of expectations and practices for conducting business—the Warrior Way—to include improvements in reading, writing, math, and critical thinking skills; behavior; and communication
- Stronger faculty collaboration through the PLC reboot
- Planning for teacher and student induction and support programs
- Alignment of all student support services
- Development of a Standard Operating Procedures reference manual to provide consistency and continuity to practices

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Team Evidence:
- School 'standard operating procedures'
- District Certified Evaluation Plan
- School-based instructional walkthrough and instructional monitoring data
- Instructional walkthrough data compiled by the district PBIS (Positive Behavioral Interventions and Supports) office
- Instructional walkthrough data
- Eleot ™ walkthrough data collected during the current progress monitoring review
- Stakeholder interviews
- Staff survey data
- School Report Card assessment data
- School professional development plan

Team Supporting Rationale:
The school is in the beginning stages of implementing the newly adopted district Certified Evaluation Plan (CEP) aligned to the Kentucky Framework for Teaching as required by the Kentucky Department of Education's Professional Growth and Effectiveness System. The 2015 – 2016 school year marks the formal initiation of the district's CEP. A review of documents and artifacts as well as stakeholder interviews reveals the school is in compliance with the district CEP.

A comparison of eleot™ data from the January 2014 Diagnostic Review and the current Standard 3 Progress Monitoring Review indicate the absence of improvements in instructional practices. A comparison of each Learning Environment in the eleot™ data demonstrate either no growth or declines in data related to instructional practices. The below table illustrates a summary comparison of eleot™ data from both reviews:

Learning Environment	January 2014	December 2015
A. Equitable Learning	2.0	1.9

B. High Expectations	2.0	2.0
C. Supportive Learning	2.3	2.3
D. Active Learning	2.2	2.1
E. Progress Monitoring	2.0	1.9
F. Well-Managed	2.3	2.3
G. Digital Learning	1.6	1.6

Due to the lack of eleot™ evidence suggesting improvements in instructional practices the review team has determined that this improvement priority has been partially addressed.

Although the overall projected aggregated achievement score, developed by the district to help schools track progress toward meeting goals identified in the School Report Card, suggests positive student learning outcomes for the first quarter of the current academic year, a comparison of aggregated achievement scores over the past three School Report Cards suggests a decline in overall student achievement on K-PREP End-of-Course exams. The table below illustrates these findings regarding student achievement:

	'12 – '13	'13 – 14	'14 – '15	'15 – '16 Local Projection
Achievement Score	44.9	40.3	37.0	50.1

While the review team commends the school for increases in student achievement on local assessments during the first quarter of the current school year, further positive growth trends in student achievement as demonstrated on state accountability assessments are needed to fully establish this Improvement Priority as satisfactorily addressed. At present, the review team is in agreement that this improvement priority has been partially addressed.

Stakeholder interviews indicate the absence of concrete plans to monitor and measure improvements in professional practice as a result of the supervision and evaluation process. Additionally, stakeholder interviews suggest that the evaluation and supervision process is not regularly and consistently applied to promote improvements in professional practice that ensure student learning. The review team is in agreement that stakeholder interviews identify this Improvement Priority as partially addressed.

Improvement Priority 3 (Indicator 3.1): Develop a formal process for the school to evaluate its effectiveness in providing equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning skills, thinking skills, and life skills, that lead to success at the next level. Consider using the newly formed Advisory Council to help carry out this process and ensure that it is well documented.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X		This improvement priority has been addressed satisfactorily.
	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:
- Big Green Book of School Improvement
- Progress Toward Goals teacher reflection sheets
- Early College colleges of study course plans
- Course description books—school and district
- Curriculum maps and pacing guides for all courses
- Course syllabi for all courses
- Lesson and unit plans
  - Integrated Science 1B's problem-based learning activity on the ethics of science
  - Biology's cell-making project
  - US History and Exploring Civics' document-based question activities
  - Algebra II's Parabolas in the Real World project
  - Cave Painting activity
- Learning target samples
- Student work samples
- Evidence of intervention/ remediation planning to address struggling students for EOC courses, student ACT and COMPASS preparation, behavior, and absenteeism
- Alignment activities
  - Science-vocabulary and concept scaffolding
  - Science-problem solving instruction and practice
  - Science- Intentional use of scientific method for all observations, explorations, and labs
  - Social Studies-critical thinking and analysis
  - Math-implementation of Math XL to meet student basic skills needs
  - Common reading, writing, and presentation practices and rubrics across school
  - Science and Social Studies- reading skills instruction for information in graphic form
  - All Fine Arts courses to criteria for adjudicated events
  - CTE (Career and Technical Education) courses to new industry certification requirements and practices
- Evidence from walkthroughs

School Supporting Rationale:
Prior to the last audit, school practices included
- Synchronized teaching in many classrooms
- Classroom expectations for use of the classroom instructional framework (CIF); district pacing guides and frequent formative assessments; use of district assessments
- All teachers worked in PLC teams.
- Focus was on the novice student.
- No clear relationship between course grade and student mastery of concepts
- School calendar (trimesters) which enabled students to fail without consequences and which conflicted with the schedule of our EC (Early College) partner, JCTC (Jefferson Community and Technical College)

Now school practices include
- Use of the Big Green Book (BGB) and Progress Toward Goals (PTG) systems to monitor school improvement at the PLC and ILT levels
- An expectation that the needs of ALL students are met through instruction to include those of high-performing students
- All teachers must provide a syllabus for the course which includes grading practices and a broad course map.
- Systems for identification, prioritizing, and referring students for remediation/ interventions in all core areas
- Use of the Warrior Way of critical thinking, reading, and writing skills improvement

- Use of differentiated instructional and other strategies to increase DOK (Depth of Knowledge) levels in the classroom and to ensure all students are able to engage with the content.
- Improved data collection and analysis practices (the BGB/ PTG systems) to improve instructional delivery and identification of struggling students for targeted intervention
- Improved delivery system of test preparation interventions for COMPASS and industry certification exams
- Preliminary development of individual student tracking systems in all EOC courses
- PLC Reboot to increase the effectiveness of team data analysis, planning, and use of student work to inform instruction

Next steps for school practices include
- Refinement of the intervention systems, especially for CCR, to better address the needs of the "average" student at the school
- Full rollout of the PLC Reboot to all PLCs
- Introduction of the school expectation that all courses contain at least one culminating/ differentiated real-world task for each six week marking period
- Review of the alignment of all coursework with that of JCTC to provide adequate scaffolding so all students can enter post-secondary education if they choose
- Increased monitoring and support of teachers as they implement PLC planned instruction

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Team Evidence:
- Data monitoring book (Big Green Book/BGB)
- PLC minutes and agendas
- Instructional walkthrough data
- Stakeholder surveys
- eleot ™ data
- Stakeholder interviews
- Lesson plans
- Teacher-developed assessments
- Documents and artifacts

Team Supporting Rationale:
Stakeholder interviews, the principal's presentation and a review of documents and artifacts reveal that the school utilizes a data monitoring system, the Big Green Book (BGB), to monitor student learning data to determine the extent to which school improvement initiatives are impacting student learning. The principal and ILT utilize the BGB as a point of emphasis during the school improvement process. Additionally, collaborative teams of teachers or professional learning communities in content areas responsible for preparing students for state accountability assessments (primarily courses associated with the K-PREP End-of-Course assessments) formally meet to evaluate instructional effectiveness by analyzing data through the Deep Implementation Planning Process (DIPP). However, these formal structures for the evaluation of instructional impact on student achievement are not common across all grade levels and content areas. As a result of a collaborative structure that does not formally involve all teachers in a process to evaluate the extent to which their instruction is providing all students with equitable and challenging learning experiences, the review team is in agreement that this Improvement Priority has been partially addressed.

A review of eleot™ data (see tables below) demonstrates the absence of consistently equitable and challenging learning experiences in all classrooms. Of particular concern is the Equitable Learning Environment, which received an average rating of 1.9 on a 4 point scale. An analysis of the Equitable Learning Environment at the indicator level reveals that "differentiated learning opportunities and activities that meet (student learning) needs" were evident/very evident in nine percent of

classrooms. Likewise, the eleot™ High Expectations Learning Environment received a rating of 2.0 on a scale of 4. A review of the High Expectations Learning Environment indicators demonstrates that students were observed "engaged in rigorous coursework, discussions, and/or tasks" during 26 percent of observations. As a result of eleot™ findings, the review team is in agreement that the process for the evaluation of practices that effectively provide equitable and challenging learning experiences for all students is having a limited impact on instructional quality. Therefore, the review team agrees that this Improvement Priority has been partially addressed.

A. Equitable Learning Environment							
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A.1	**1.4**	Has differentiated learning opportunities and activities that meet her/his needs	70%	22%	9%	0%
A.2	**2.6**	Has equal access to classroom discussions, activities, resources, technology, and support	4%	43%	39%	13%
A.3	**2.5**	Knows that rules and consequences are fair, clear, and consistently applied	4%	43%	48%	4%
A.4	**1.3**	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	83%	9%	9%	0%
Overall rating on a 4 point scale:		**1.9**				

B. High Expectations							
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.1	**2.3**	Knows and strives to meet the high expectations established by the teacher	13%	48%	35%	4%
B.2	**2.2**	Is tasked with activities and learning that are challenging but attainable	17%	52%	26%	4%

B.3	**1.4**	Is provided exemplars of high quality work	74%	17%	4%	4%
B.4	**2.0**	Is engaged in rigorous coursework, discussions, and/or tasks	22%	52%	26%	0%
B.5	**2.0**	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	26%	48%	26%	0%
Overall rating on a 4 point scale:		**2.0**				

Improvement Priority 4 (Indicator 3.3): Through a collaborative process, develop a systematic procedure that will ensure all teachers are consistently engaging students in learning activities, such as collaboration, self-reflection, problem-solving, development of critical thinking skills, etc., that result in achievement of learning expectations. Ensure that the process is well documented and includes methods of monitoring for effectiveness.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X		This improvement priority has been addressed satisfactorily.
	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:
- Walkthrough results
- Evidence of the Warrior Way
- Student work samples
- Student work and lessons showing use of technology
- Critical thinking activities
    - Integrated Science 1B's problem-based learning activity on the ethics of science
    - Biology's cell-making project
    - US History and Exploring Civics' document-based question activities
    - Algebra II's Parabolas in the Real World project
    - HAVPA's Cave Painting activity
- Lesson and unit plans
- Common formative and summative assessments in all subjects
- Alignment activities
    - Science-vocabulary and concept scaffolding
    - Science-problem solving instruction and practice
    - Science- Intentional use of Scientific Method for all observations, explorations, and labs
    - Social Studies-critical thinking and analysis
    - Math-implementation of Math XL to meet student basic skills needs
    - Common reading, writing, and presentation practices and rubrics across school

- o   Science and Social Studies- reading skills instruction for information in graphic form
- o   All Fine Arts courses to criteria for adjudicated events
- o   CTE courses to new industry certification requirements and practices
- Common assessment examples
- Curriculum review Standard Operating Procedures (SOPs)
- Evidence of professional development on instructional strategies
  - o   Differentiated instruction
  - o   Problem-based learning
  - o   Classroom management
  - o   Use of document-based questions
  - o   Use of problem-solving strategies
  - o   Warrior Way of reading
  - o   Warrior Way of writing
- Evidence of student monitoring
- College and Career Readiness
- Readiness for ACT
- Growth in writing
- End of Course/core subjects standards tracking

School Supporting Rationale:

Prior to the last audit,
- No formal induction system for new staff, despite a higher level of turnover
- KDE support staff provided individual training to End-of-Course teachers on data analysis, planning, and appropriate instructional strategies
- No school-wide system for improving reading, writing, and critical thinking skills. These were left to teachers to deal with as they could.
- No system for reviewing student work and adjusting instruction based on the findings
- Little school-wide close alignment of instruction to learning targets or standards
- Little to no student reflection on progress or goal-setting for their learning
- Few PLCs working to develop common assessments

Now the school has established
- Expectations for the implementation of all professional development into classroom practice
- Implementation of the Warrior Way of reading, writing, and critical thinking skills development
- Expectations for use of differentiated instruction, problem-based learning, and other high rigor strategies in all courses
- An instructional development system using the GCC (goal clarity coach), the literacy specialist, and the ECE resource specialist to provide informal PD (professional development) at the point of need
- Expectation that all PLCs will use regular common assessments to measure student growth against standards and to identify students struggling with the concepts
- Expectation that all "large" assessments (unit tests, projects, district assessments) contain a student reflection component
- Systems for identifying and remediating students struggling with content in all subjects. While all of these systems are based on review of student work and performance on assessments, their structures are different by content.
- Preliminary development of a formal new teacher and student induction and support system to counteract the loss of the KDE (Kentucky Department of Education) team.

Next steps for the school include

- Further development of the new teacher and student induction and support programs
- Systematic development of real-world activities for all courses
- Further development of the Warrior Way of critical thinking
- The development of a school-wide system for tracking student progress effectively on all performance standards
- Review of all assessments to ensure they intentionally measure what was taught during instruction and do so at an appropriate DOK level

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Team Evidence:
- Professional development artifacts
- Stakeholder interviews
- Stakeholder surveys
- eleot ™ observations
- Documents and artifacts

Team Supporting Rationale:
A review of ewalk data reveals a limited number of instructional monitoring walkthroughs has occurred during the first quarter of the school year (50 walkthroughs occurred from August 2015 to November 2015). According to school walkthrough data stakeholder interviews also reveal that feedback regarding instruction as a result of walkthroughs is most often limited to emails and that there is no formal process for measuring the impact of administrative feedback on instructional improvement. Eleot™ observation data, as described previously in this addendum, also indicate that students are not regularly engaged in learning activities, such as collaboration, self-reflection, problem-solving or development of critical thinking skills. Additionally, only 63 percent of students agree/strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed." The review team is in agreement that a systematic procedure that ensures all teachers are consistently engaging students in learning has not been fully developed and that this Improvement Priority has been partially addressed.

Improvement Priority 5 (Indicator 3.6): Using a collaborative process, develop, implement and monitor a school instructional process that 1) clearly informs students of learning expectations and standards of performance, 2) provides students exemplars of high quality work, 3) uses data from multiple measures, including formative assessments, to inform and modify instruction, and 4) provides students with specific and timely feedback about their learning. Document the development, implementation and monitoring of the school instructional process.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:
- Description of school expectations for instruction (CIF, learning targets, SOPs)
- Samples of daily learning targets from several courses

- Curriculum maps and pacing guides from all courses
- Syllabi from all courses
- Examples of common formative and summative assessments
- Examples of a wide variety of formative assessments in use
- Description of triggering prompts for instructional modification at school level
  - For increasing differentiated instruction
  - For developing problem-based learning experiences
  - For increasing rigor in instruction and assessment
- Common content standards and expectations
- Standard Operating Procedures (SOP) for interventions and remediation
- SOP for review of student work
- Examples of instructional exemplars
- Evidence of ILT monitoring of instructional expectations
- Alignment activities
  - Science-vocabulary and concept scaffolding
  - Science-problem solving instruction and practice
  - Science- Intentional use of Scientific Method for all observations, explorations, and labs
  - Social Studies-critical thinking and analysis
  - Math-implementation of Math XL to meet student basic skills needs
  - Common reading, writing, and presentation practices and rubrics across school
  - Science and Social Studies- reading skills instruction for information in graphic form
  - All Fine Arts courses to criteria for adjudicated events
  - CTE courses to new industry certification requirements and practices

Improvement activities
- Evidence of the PLC Reboot
- Refining the Warrior Way to increase instructional effectiveness of reading, writing, basic math, and critical thinking skills
- Development of Intervention courses (College Reading, Algebra 1 Interventions) at the freshman level to provide struggling students a vehicle for skills recovery
- Development of an effective school-wide system of writing skills expectations, instruction, and support

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School Supporting Rationale:

At the time of the last audit, the school had established
- Expectation for the use of the classroom instructional framework (CIF) in all subjects
- The use of district pacing guides and curriculum maps in all applicable subjects
- The use of regular summative assessment
- The use of exit slips as a formative assessment

By last school year, the school had established
- Daily use of the CIF, specific learning targets, and formative assessment in all classrooms
- Analysis of student performance data from assessments to inform instruction—especially intervention and remediation
- Use of the district's diagnostic and proficiency assessments in all core subjects
- Expectation that instruction begins at a low DOK level, but it should also progress to at least a high DOK 2 by the end of the unit

For this school year, the school has established
- Higher expectations for End-of-Course PLC work through the PLC Reboot
  - Deeper examination of student work affecting change in classroom practice

- o Clearer link of questions on locally developed tests to what was taught. PLCs are focused on appropriate wording of assessment questions to ensure accuracy of results.
  - o An increase in hands-on, experiential learning activities in all courses
  - o Better alignment of writing skills instruction to better develop students prior to their junior year
  - o An increase in real-world writing experiences in all core subjects
- Preliminary development of systems for tracking student growth on standards at an individual level
- Preliminary development of systems for referring students to intervention or remediation.

Team Evidence:
- Review of documents and artifacts provided by the school
- School Self-Assessment
- Stakeholder survey data
- Stakeholder interviews
- Classroom observation data

Team Supporting Rationale:
The Internal Review Team concurs that the school has partially implemented a collaborative process to develop, implement and monitor a school instructional process that informs and monitors learning expectations.

Classroom observation data indicates that instruction is almost wholly teacher-centered and whole-group which does not provide opportunities for differentiation or personalization of learning or instruction that is appropriately challenging and rigorous. Classroom observations also show that while learning targets were posted in most classrooms they were not referenced by teachers during classroom instruction.

Review of documentation and artifacts does not suggest that the school has systematically implemented an instructional process that clearly informs students of learning expectations, regularly uses exemplars of high quality work to effectively convey expectations to students, ensures the use of formative assessment practices to inform modifications and adjustments to instruction, and provides students with specific and timely feedback about their learning. A review of professional learning community meeting agendas and minutes, as well as other documents, did not reveal the existence of monitoring or support for the implementation of a school instructional process to ensure effective use of formative assessment to guide student instruction.

Review of student performance data indicates there is little evidence to suggest the presence of an instructional process that yields positive results in student achievement. Data from state accountability assessments indicate that all K-PREP End-of-Course core content areas except writing show a significant drop from the 2013-14 academic year to the 2014-15 school year in percentages of students scoring at proficient/distinguished levels.

While the staff survey indicates 83 percent of staff strongly agree/agree with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance," and 78 percent of staff strongly agree/agree with the statement, "All teachers in our school use multiple types of assessments to modify instruction and revise the curriculum," there is little or no evidence to support the extent to which these practices are effective.

Improvement Priority 6 (Indicator 3.10): Initiate a collaborative process to examine current grading policies and the extent to which they contribute to rigorous coursework and high academic expectations. Use the results of this examination to revise grading policies that assure academic grades are based on content knowledge and skills and common courses have the same high expectations.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X		This improvement priority has been addressed satisfactorily.
	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:
- Grading SOPs
- Common grading practices by department
- Syllabi with grading practices evident
- Sample student report cards
- Use of common rubrics
- Student work review SOPs
- District assessment criteria
- Description of the process for evaluating grading practices

School Supporting Rationale:
At the time of the last audit, the school had
- Few common grading practices across PLC teams, let alone departments or school
- Teachers used "flexible" grading criteria to accommodate students who made effort but lacked skills/concept understanding
- Math and Science piloted standards-based grading with little success. Infinite Campus created several logistical barriers to full implementation and parents and students did not understand the process
- Stakeholders were used to grades as reflections of cooperation in the classroom, rather than as a measure of content understanding.

During year 1 of the current administration, the school began
- Discussion in the ILT and ILC of what appropriate grading looked like (linked to standards/ concept mastery, designed to predict likely future success in the subject, and so on)
- Discussion within the PLC about the purpose, challenges, and logistics of grading, especially of linking grading to content mastery

Currently the school has established
- Department-wide definitions and weights of grading categories and their common use
- Development of common department-use rubrics and other grading practices for use with all classroom assignments as appropriate
- The development of common vocabulary for use across the school when discussing grades and grading practices
- Alignment of all grading practices to those of JCTC for all upper level, college-preparation courses (i.e. English 3 and 4, College Algebra)

Team Evidence:
- Review of documents and artifacts provided by the school including district and school grading policies, Self-Assessment, course syllabi, Grading SOP, Evaluation of Grading Practice SOP, common assessments, and so on.
- Stakeholder survey data
- Stakeholder interviews

Team Supporting Rationale:

The Internal Review Team concurs that teachers use common grading and reporting policies established by the district and adopted by content area departments. In addition, the school has an Evaluation of Grading Practice 'standard operating procedure' in place. The staff survey results show that 87 percent of teachers agree or strongly agree that consistent common grading and reporting polices are in place across content areas and grade levels. However, review of stakeholder survey results also shows a disconnect between staff and student perceptions in regard to holding all students to high expectations. In addition, review of documentation and interviews suggest that the extent to which these established policies, processes and procedures have had an impact on raising academic expectations in the classroom and ensuring student attainment of content knowledge and skills is not apparent.

Improvement Priority 7 (Indicator 3.12): Develop processes that can be implemented systematically and continuously to identify and meet the unique learning needs of students. Ensure that the processes are collaborative and align with existing intervention programs, and that these efforts are well documented.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:
- Process used for identifying need for services
- Actions plans
  - Attendance
  - Behavior
  - All EOC courses
  - College and Career Readiness
  - Graduation rate
  - Freshman Success
  - Rotary Promise Scholarship
- Literacy alignment
- Lists and descriptions of services offered
  - Counseling
  - Attendance
  - Behavior
  - Course recovery
  - FRYSC (Family Resource and Youth Services Center)
  - LEEP (Louisville Education and Employment Partnership), ETS (Education Talent Search), and others

- Positive Behavior Support System
- Notes from meetings of the student support PLC
- ILT monitoring of implementation of student support services
- PD (professional development) to address student needs
  - Differentiated instruction
  - Problem-based learning
  - Increasing rigor
  - Analyzing and using data to guide instruction

School Supporting Rationale:
Student challenge--Chronic absenteeism/low student attendance
- About 40 percent of students miss more than 10 percent (7 days to date) of class days
To address this, the school has
- Defined Warrior attendance goals (90 percent or better attendance) and published the expectation to stakeholders
- Implemented action planning to address and track attendance concerns and progress
- Established a team of support personnel to monitor attendance closely, identify students out of Warrior attendance, and develop success plans for these students
- ILT member monitors all team efforts and works with students most at risk for dropping out of school

Student challenge--Repeated poor behavior and discipline referrals
- About 20 percent of students have more than five referrals
- About 20 percent of students have received at least one suspension
To address this, the school has
- Defined Warrior behavior expectations and published them to stakeholders
- Implemented action planning to address and track behavior concerns and progress
- Established a team of support personnel (PBIS coaches) to build relationships with students who are struggling to adjust to high school expectations, establish success plans for these students, and monitor student progress on these plans
- ILT member monitors all team efforts and works with students most at risk for being referred to other success pathway options.

Student challenge—Non-engagement with classwork
- About 65 percent of students are not successful with one or more of their courses.
To address this, the school has
- Trained teachers in several strategies for increasing student engagement in learning (e.g., differentiated instruction, problem-based learning, hands-on activities)
- Established the expectation that all courses will provide at least one hands-on, experiential activity per six week period
- Implemented the PLC Reboot to deepen PLC analysis of student progress data and its implications for instructional change

Student challenge—Poor student foundational skills in reading, writing, computation, and problem solving
- About 65 percent of students are not successful with one or more of their courses.
- About 65 percent of students performed in the novice or apprentice ranges on the EXPLORE exam before entering the school.
To address this, the school has
- Implemented school-wide use of the Warrior Way of reading, writing, and critical thinking
- Implemented weekly problem-solving instruction and practice in all science courses
- Implemented the use of document-based questions in all social studies and science courses to increase student exposure to and practice with a wide range of texts

- Implemented increased direct instruction of and practice with reading comprehension strategies
- Implemented weekly vocabulary practices in all courses
- Hired a literacy specialist to coordinate and oversee all literacy improvement efforts

Student challenge—Social/ emotional issues
- A large percentage of students have diagnosed behavioral, emotional, or psychological challenges.

To address this, the school has
- Established support programs (e.g., anger management and grief counseling) through the counseling and FRYSC offices
- Developed a peer mentoring program to resolve "small" issues before they escalate into problems
- Developed breakfast, lunch, and other programs through FRYSC for students who struggle to deal with large groups of students

Student challenge—Poor transitions to high school
- About 70 percent of freshmen fail one or more of their freshmen courses

To address this, the school has
- Implemented action planning to address, track and monitor freshman success
- Developed a team of support personnel to identify all freshman at risk for failure, develop success plans with the students, and monitor student progress on the plans
- ILT member supervises the team and monitors student progress on the success plans

Student challenge--Failure to understand the requirements for successful transition to adult life—college rigor, career expectations, skills for daily living as an adult
- Fewer than 15 percent of the school's students persevere and complete their first year in college or training programs

To address this, the school has
- Established U111 to provide students with regular access to a knowledgeable adult who can guide and advocate for their interests
- Developed partnerships with Louisville Education and Employment Program (LEEP), Educational Talent Search (ETS) and other community based support programs
- Increased intentional instruction In study skills, time management skills, and relationship of content to future success

ILT monitoring of implementation of student support services
- ILT members lead and monitor 30 day Action Plans
- ILT members work closely with PLC teams to identify struggling students and provide supports as appropriate
- ILT reviews all 30 day planning for appropriateness, likely effectiveness, and implementation

Team Evidence:
- Review of documents and artifacts provided by the school
- School Self-Assessment
- Stakeholder survey data
- Stakeholder interviews
- Classroom observation data

Team Supporting Rationale:
The review team concurs that the school has partially implemented a process designed to meet the individual learning needs of all students. Action plans for both academic and non-cognitive needs have been developed and implemented collaboratively through the Instructional Leadership Team and Professional Learning Communities. However, the degree to which these plans have been

effective to meet the needs of students is not evident. Classroom observation data indicates that instruction is teacher-centered and whole-group for the most part. As a result, this instructional style does not provide opportunities for differentiation or personalization of learning activities in the classroom. In addition, this style of instruction does not provide opportunities for effective formative assessment practices or instruction that is both rigorous and challenging to all students. Student surveys further support the finding that this improvement priority has been partially addressed. According to student surveys, 58 percent of students agree/strongly agree with the statement, "My school provides learning services for me according to my needs."

Improvement Priority 8 (Indicator 5.3): Ensure that training in the evaluation, interpretation and use of data is included in the school's ongoing professional development program.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X	X	This improvement priority has been addressed satisfactorily.
		This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:
- Evidence of professional development on data analysis and use of data to inform instruction
- All PLC SOPs
- PLC agendas showing regular analysis of progress data and collaborative planning
- Progress Toward Goals sheets (PTGs)
- Action plans for all accountability areas of concern
- Evidence of ILT instructional supervision and monitoring

School Supporting Rationale:
At the time of the last audit, the school had
- Established the expectation that all PLCs analyze student performance data to inform instructional practice; however, actual PLC practice was to briefly examine data to identify key areas needing remediation and then move on to planning.
- Provided informal and formal professional development to ensure that all faculty had at least a basic understanding of the principles of analyzing and using data in instruction
Currently the school has established
- A system of formal data analysis (PTGs) for all district proficiency assessments in order to inform action planning for the next period of time
- Ongoing formal and informal training with data analysis in order to increase the depth of the analysis to provide earlier detection of barriers and struggling students and to address these with more appropriate instruction
- Formal PLC Standard Operating Procedures for data analysis, review of student work, and application of data analysis to instruction
- Continued improvement of PLC quality of work through the PLC Reboot
- A system of action planning for all accountability areas under concern, to include all areas of academic accountability
- Close monitoring by the ILT of all practices and direct work concerning all action plans.

Team Evidence:
- Data Monitoring Book (Big Green Book/BGB)
- PLC Minutes and Agendas

- DIPP analyses
- Stakeholder surveys
- eleot ™ data
- Stakeholder interviews
- Documents and artifacts

Team Supporting Rationale:
After a review of the above evidence, the review team concurs with the school's findings that this Improvement Priority has been satisfactorily addressed.